R E P O R T R E S U M E S

ED 020 312 VT 002 539

HOME ECONOMICS AND THE SUPERIOR STUDENT.

BY- KEENAN, DOROTHY MAIE

PUB DATE OCT 63

EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS- *SUPERIOR STUDENTS, *HOME ECONOMICS EDUCATION, *TEACHING METHODS, INDIVIDUAL STUDY, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, PROGRAM ADMINISTRATION, *ACCELERATED COURSES, *ENRICHMENT PROGRAMS, STUDENT CHARACTERISTICS, PROGRAM PLANNING,

CHARACTERISTICS OF THE SUPERIOR STUDENT AND RECOMMENDED PRACTICES FOR WORKING WITH HER ARE DISCUSSED. BECAUSE DIFFERENCE IN INTELLECTUAL ABILITY IS MORE THAN JUST AN INCREASED LEARNING RATE, WORKING WITH A SUPERIOR STUDENT IMPLIES A GREAT DEAL MORE THAN SIMPLY GIVING HER MORE TO DO. MANY SUPERIOR STUDENTS ARE ADVANCED IN SEVERAL WAYS, ABLE TO COMMUNICATE EASILY, RESPONSIVE TO THE ENVIRONMENT, ABLE TO CARRY OUT ADVANCED MENTAL PROCESSES, CRITICAL OF SELF, RESOURCEFUL AND IMAGINATIVE, EMOTIONALLY STABLE, AND SOCIALLY EAGER. ADMINISTRATIVELY, THE SUPERIOR STUDENT MAY BE PLACED IN ACCELERATED ABILITY OR ENRICHMENT CLASS GROUPS. ENRICHMENT PROGRAMS ADD DEPTH AND BREADTH, OFTEN BY ADAPTING MATERIALS OR ENCOURAGING INDIVIDUAL STUDY. GUIDELINES FOR ADAPTING MATERIAL FOR SUPERIOR STUDENT USE ARE PRESENTED. SUGGESTIONS FOR GUIDING AND EVALUATING INDIVIDUAL STUDY INCLUDE CRITERIA FOR SELECTING AND OUTLINING PROBLEMS, STUDENT SELF-EVALUATION FORMS, PROJECT EXAMPLES, THOUGHT-STIMULATING PROBLEMS AND TOPICS FOR INDIVIDUAL STUDY AND CREATIVE PROJECTS OR SUBJECT MATTER FOR ACCELERATED CLASSES ORGANIZED INTO BROAD HOME ECONOMICS SUBJECT AND ACADEMIC SUBJECT AREAS. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS TEACHER OF HOME ECONOMICS," VOLUME 7, NUMBER 2, 1963. (MS)

ED020312

Vol. VII No. 2

ILLINOIS TEACHER
OF HOME ECONOMICS

HOME ECONOMICS AND THE SUPERIOR STUDENT

What do we mean--superior student..... 45
Working with superior students..... 53
Administrative procedures..... 56
Implications for the teacher..... 60
Guiding individual study..... 64
References..... 84

VT 02539

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

A publication of the Division of Home Economics Education, Department of Vocational-Technical Education, College of Education, University of Illinois

Members of Division:

Elizabeth Simpson, Associate Professor and Division Chairman
Mary Mather, Associate Professor
Hazel Spitze, Assistant Professor
Helen Starck, Teaching Assistant
Ruth Whitmarsh, Research Assistant

Vol. VII, No. 2; October, 1963. Published six times each year. Subscriptions $3 a year. Single copies 50 cents.

Address: Illinois Teacher of Home Economics
334 Gregory Hall
University of Illinois
Urbana, Illinois

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

About the Author

Dr. Dorothy Maie Keenan is Assistant Professor of Home Economics Education at Southern Illinois University. She completed work for the doctorate in Home Economics Education at the University of Illinois in 1962. She recently conducted a workshop in Home Economics for the Superior Student at Southern Illinois University, and she has previously taught home economics classes for superior students at the junior high school level.

HOME ECONOMICS AND THE SUPERIOR STUDENT

Dorothy Maie Keenan

The recent emphasis on the education of the superior student has been felt at all levels and in all areas of education. Home economics teachers have shared in the general concern, and a number have been trying to find ways to challenge and stimulate their better students. Able girls are enrolled in our classes, particularly in the junior high school years. There has also been a steady increase in the number of courses which have been developed to meet the needs and interests of the college-bound junior or senior. It may be helpful, then, for us to clarify our ideas about the characteristics of the bright girl, and to consider some practices which could be useful as we work with her in our classes.

WHAT DO WE MEAN--SUPERIOR STUDENT?

There has been a great deal of controversy over the definition of "giftedness." Earlier investigators tended to concentrate on objective criteria, such as IQ scores. An IQ of at least 120 was often set as a base line for selection of talented students, while scores of 135+ were considered to indicate highly gifted individuals. The emphasis was on innate capacity or ability to learn. Now researchers are more likely to be concerned with accomplishment-performance which <u>demonstrates</u> ability. IQ tests are not able to measure interest, energy, or ambition, and some students who have failed entrance exams have succeeded in college when given a chance to prove themselves. Thus, present-day definitions of giftedness are apt to be concerned with "effective intelligence" and are descriptive in nature, emphasizing

> achievement, extra-ordinary curiosity, creative thinking, unusual ability to understand abstractions, exceptional breadth of interest, artistic ability, and even advanced physical and social maturity.[1]

The <u>measurement</u> of these traits is not easy, however!

The idea of innate capacity has not been discarded, of course. It is still thought that high intelligence requires superior nerve structure, and that it

> is patterned or individualized from the beginning or from a point very early in life.[2]

We might conclude that the concept of giftedness has taken on a developmental aspect. It is felt that, if a student possesses a nervous system capable of a high order of mental functioning,

> favorable conditions (will) induce growth and realization accompanied by the power to organize experiences into complex patterns and relate them one to another.[3]

This line of thought puts much emphasis on the role of the environment, both at home and at school. The ability of teachers to provide "favorable conditions" for development may be a determining factor in the achievement of the bright child. If this is true, the increased responsibility of the teacher becomes evident. Lack of challenge in the classroom may actually interfere with the development of the able girl. This should be of particular concern to the teacher with only one or two such students in her classes.

Differences in intellectual ability are also now held to be more than just differences in learning <u>rate</u>. New attention is being given to the kinds of learnings which are peculiar to gifted children. Such children not only acquire factual information rapidly, but differ from the less able in the degree to which they are able to see related issues, discover implications, and figure out more complex or more complete solutions to problems.[4]

Home economics teachers need to be aware of these differences in the nature of the learning process as it operates at higher ability levels. We cannot expect to take care of the bright student by simply giving her more work to do. Suggestions for activities which involve various kinds of learning will be made later on in this issue.

CREATIVITY VS. INTELLIGENCE

One of the more interesting findings of recent studies with superior young people has been that of a distinction between intelligence and creativity. At one time these characteristics were thought of as practically synonymous. Getzels and Jackson, however, succeeded in isolating two groups:

a. the highly intelligent, but not equally creative

   These students were favored by teachers, perhaps because they were interested in achieving success on adult terms, and thus held values of which the teacher approved, such as high marks, good character and goal directedness.

b. the highly creative, lower on measured IQ

   These persons were less ready to accept the teacher-approved model, and less concerned with success, high marks and specific goals.

It was implied by these investigators that teachers tend to overlook the gifted, creative individuals in their classes, and in fact, that they often penalize creative behavior which may appear as disrupting in a formally organized learning situation. Getzels and Jackson also suggested that suitable conditions might provoke original and imaginative behavior in children with levels of measured intelligence below that which is ordinarily assumed to be giftedness.5, 6

The findings of Getzels and Jackson also have implications for home economics teachers. Perhaps it would be profitable for us to consider some ways in which to build a climate conducive to creativity in the relatively less structured and freer atmosphere of our classrooms.

RECOGNIZING THE ABLE

Probably few teachers today would hold to the stereotype of the undersized, sickly, one-sided "child genius." The work of Terman, and others, has indicated that children who are superior in intellectual ability tend also to be superior physically, socially and temperamentally. It is not known, however, to what extent this over-all superiority stems from the effects of living conditions in the higher socio-economic level at which most of these students are found. Clearer evidence as to the influence of the environment in the development of able children would

call for a rethinking of the assumptions on which we have based special educational approaches and methods, such as homogeneous grouping. At any rate, the importance of providing a stimulating learning environment for all children would seem to be defensible, even with our present level of knowledge.[7]

In spite of our knowledge about the general superiority of gifted children, parents and teachers often are not able to identify them. It has been estimated that the ability of half or more such children is not recognized. It appears to be much easier to discover the dull child, perhaps because gifted people are capable of "average" behavior while dull persons are not. Also, many gifted children live in situations which do not encourage verbal, academic or ingenious behavior. As Freehill states it:

> Giftedness is most likely to be discovered in the environment which encourages intelligent behavior and by the adult who has looked at all behavior in order to locate the pieces which provide for the greatest manifestation of intellectual ability.[8]

Teachers may be confused by the child who is an underachiever. When conditions are not challenging, some bright students may withdraw and refuse to take part in classroom activities at all. Others may rebel, deliberately or unconsciously making themselves disagreeable. It is also possible for an able student to sit through regular routine passively, merely tolerating school, and then to carry on interesting outside projects from which he gains his major satisfactions.[9]

Another difficulty may be the fact that the bright child's ability may go unrecognized in certain respects, because he is younger than others in his class group. Terman would have missed twenty percent of the bright children nominated for his study of one thousand gifted youngsters if he had not asked, "Who is the youngest child in your room?"[10]

An interesting point, particularly applicable to senior high and college students, is that persons of average intelligence tend to reach their approximate maximum ability at an earlier age than gifted people. This is in accord with the biological observation that more complex organisms require a longer time to reach maturity than do the simpler organisms. The student of superior ability, therefore, may

> be less mature in terms of his own developing ability, than will his less gifted friends.[11]

Perhaps changes in our educational practices planned to consider the needs of early- and late-maturing students would be as helpful as changes made in terms of an individual's demonstrated ability at the moment.

THE FOUR FACES OF INTELLIGENCE

Many times we tend to forget that gifted children differ among themselves as much as they differ from the less able students. Elizabeth

Drews[12] conducted a series of studies in the public schools of Lansing, Michigan, and Buffalo, New York, which included case studies and many tests of about a thousand gifted adolescents. In trying to find ways to organize her data, she finally decided on a formula which categorized her subjects into four groups or classes. Subsequently, she found that five hundred superior high school students were able to classify themselves and their friends as fitting into one or the other of these "types."

* The High-Achieving Studious

  These young people tend to conform to teacher demands and suggestions. They work hard, and typically put their school work before their recreation. They like specific assignments, well-organized courses, and definite course goals. They learn for a purpose, usually an extrinsic purpose, such as grades or the teacher's approval, rather than for the pure pleasure of exploring ideas.

* The Social Leaders

  These students are popular with teachers and pupils. They tend to be attractive, well-built and well-coordinate. Cheerleaders and athletic stars may fit in this group. Clothes are important to them, and also community service in well-accepted causes. They are supporters of the "Teen-Towns," the Christmas seal drives, and the "Keep Our School Clean" campaigns. But usually, they are not as actively concerned with the relief of distress beyond their community limits.

* The Creative Intellectuals

  There are more of the extremely gifted students in this group than in the other categories. They tend to be individualistic, not too well accepted either by fellow students, or by teachers. They are usually original as well as fluent on "creativity tests." Students in this group typically combine scepticism with idealism. They want to discuss basic philosophical and moral issues. Their interests are intense and tend to be "off-beat." They read a variety of materials, from comic books to Freud. Though often possessors of a developed "social conscience" and humanistically inclined, students in this group are seldom socially adept. They rarely date in high school.

* The Rebels

  This group is very small. Although individuals classified in it may be very bright, they tend to do poorly in conventional school work. Most "rebels" are boys, and their distinguishing marks are nonconformity and a generally negative reaction to life. They are predominantly of lower-class origin and do not place much value on things, either social or intellectual. However, many are very skillful with their hands, and they can sometimes be challenged to develop technical skills.

Drews felt that the proportion of gifted students who would fit into the different categories would vary in different schools and communities. In her group approximately 60% of the students claimed to be studious high achievers, 20% said that they were social leaders and 20% exhibited the identifying marks of the intellectual. She also raised the question of the possibility of change and movement among types.

IMPLICATIONS FOR THE TEACHER

It would be interesting to try to classify our bright students under these headings. Of course, such types cannot be considered "pure," and many talented children would probably have to be categorized as combinations of types. However, we might guess that most of the able students with whom a home economics teacher would be dealing would be representatives of the "high-achieving studious" or the "social leader" types.

It might be hypothesized that certain changes in the attitudes or behavior of girls in these groups could make them happier and/or more effective members of our democratic society. For example, we might try to help the high achievers be a bit more free and spontaneous, and a little more tolerant of the less highly structured situation which can stimulate creativity. Perhaps we could encourage a girl of this type to pursue some problem, not because an answer is required, but because she really wants to know. We might help her set some assignments and goals for herself, rather than expect her merely to conform to our ideas. As a first step in this, we might develop some alternative assignments from which students could choose their preferences.

The "social leader" may be the president of our FHA. We could work with her to help her put more depth into the club activities. Exposure to people and problems of other cultures and social classes may stimulate her to develop broader interests and more concern for world problems. We could show her the consequences of materialistic values and help her get satisfaction from activities which do not depend so much on tangible possessions.

Members of both of these groups of girls could profit from some emphasis on aesthetic values; from classroom experiences linked to music, to art, to literature; and from some encouragement and opportunity to express personal interpretations and meanings.

The "intellectual" is not likely to be found in the ordinary high school home economics class, but the "pre-intellectual" type may be found in our junior high groups. If we can enjoy her imaginativeness and her sense of humor and take her intense interests seriously, she ought at least to develop a generally favorable attitude toward the study of home economics. We should try hard not to squelch her developing curiosity and her passion to know. If time and the ability level of a group does not permit the extensive study of some topic in class, we can at least suggest some sources for the bright child's further reading; and then discuss the material with her, outside of class, if necessary. Often these students

are most interesting conversationalists, and the educational benefits of conferences with them are not exactly one-sided!

Such a girl is apt to be quite vocal and to have definite opinions. So when she questions our judgments or decisions, we can set an example of maturity by listening courteously and by helping her to express her disagreements in constructive ways.

THE THREAT OF FAILURE

Not all gifted students will have the ability to do exceptionally well in the manipulative aspects of home economics. Intellectual superiority does not always carry over into manual skills. When this is the case, a bright girl may be faced, perhaps for the first time in her school experiences, with a situation in which she is not "at the top of the class." Frustration and resentment may be the result. An easy and common rationalization of the difficulty is to adopt the attitude that sewing, for example, (and by extension, home economics), is not a worthy subject of study. If the parents encourage this conclusion, the student may become even more antagonistic. Since such attitudes are often contagious, a whole class may be affected.

The teacher needs to be sensitive to this possibility and to watch for signs that such an attitude is developing. She can help all her students feel free to accept themselves as persons with strengths and weaknesses. She can ease the frustration of the less skillful by encouraging the setting of reasonable standards, by simplifying techniques, and by giving a little extra help over the hard spots. Praise for persevering effort, and support when discouragement is evident, will be useful.

In a conference, one can sometimes help a girl to see values in a less successful experience. Such generalizations as the following may be developed:

*If we only try to do things we are already good at, we may miss many interesting experiences.

*One may feel a sense of satisfaction and achievement from overcoming obstacles.

*We can find pleasure in sewing, even if we can't do it as easily as some.

*Doing things that are not easy for us helps us to understand other people better when they have trouble in learning.

*Knowing how to do something is not the same as being able to do it skillfully.

SUMMARY

GENERAL CHARACTERISTICS OF MANY SUPERIOR STUDENTS

1. Advanced in several ways

physically, socially, temperamentally, as well as intellectually superior
tend to be free from serious physiological or psychological weaknesses
have "drive" and a high energy level

2. Able to communicate easily

write and speak fluently
use words accurately
read quickly and with understanding
like to express thoughts and ideas
have wide range of information

3. Responsive to environment

alert, aware, curious
want to know causes and reasons for things
show interest in a variety of subjects
demonstrate insight
see humor in situations

4. Able to carry out advanced mental processes

generalize, compare, recognize relationships
predict, do inductive as well as deductive thinking
speculate on moral and philosophical questions
memorize rapidly and learn with little practice
like to try difficult tasks
able to transfer knowledge and experience to new situations

*Transferability may be used as a "criterion to separate glibness or memorized smartness from genuine precocity."[13]

5. Critical of self

able to analyze abilities, limitations and problems
set standards for self and others
want to serve
conscientious and trustworthy--strong sense of responsibility

6. Resourceful and imaginative

   can plan work with little direction
   use unusual methods and ideas
   show originality in problem solving and in writing
   individualistic
   inventive
   foresighted

7. Emotionally stable

   poised, able to take charge of a situation
   not easily discouraged by failure or difficulty
   persistent
   self-confident

8. Socially eager

   sensitive to needs of others
   friendly, adaptable
   desire to excel
   inclined to prefer older companions

Of course, we need to recognize that this list doesn't give a complete description of the gifted child. One of the major characteristics of brightness is variability, and no one individual can be expected to show all of the above traits. But able persons usually exhibit many of them and the teacher can use the list as a help in identifying the students in her class who may be really superior. Further study will be needed in order to make an exact judgment.

It is advisable to use many measures before making a final identification. Often talent is "hidden," particularly when a child has not been in situations which permit and encourage rapid learning. Many children from the less privileged groups in our society have not had such an environment. And they may not have it in school, either!

School grades are apt to be deceptive because they are influenced by factors other than intelligence. Girls are often favored. Teachers tend to underrate the inquisitive, the doubting, the independent and the active," and there is a "consistent tendency in our society to resent or undervalue those who succeed easily."[14]

Even testing involves many problems. Complex behavior is less closely tied to external and observable behavior.

> Standardized questions are not likely to elicit complex and inventive behavior, and if they should, there can be no standardized answer.[15]

Thus, the measurement of complex and multi-dimensional traits is less apt to be accurate. Several commonly used intelligence tests are held to have

a comparatively low upper limit. In this case errors would be likely to result in understatement of the ability of the person being tested.

Robert DeHaan suggests the following to be included in a total program for identification of bright students:

*Early group tests for rough screening

*Individual tests for those who rate high in the group testing

*Tests of specialized abilities such as musical and mechanical ability

*Interest inventories

*Achievement tests

*Personality tests

*"Work samples" of writing, art work, etc., to assess creative abilities

*Teachers' observations
made with observation guides and with training in using these first

*Children's observations of one another[16]

In recent years many school systems have been making more of an effort to identify <u>all</u> of their gifted children, and to provide more challenging experiences for them.

WORKING WITH SUPERIOR STUDENTS

Some bright students are problems to their teachers. The very qualities which indicate giftedness may be disrupting in a classroom set up to operate in a conventional manner. Sometimes, also, these qualities are irritating to other students, as well as to the teacher. Both may be somewhat unconsciously jealous of the highly gifted. Or a teacher may feel that the good student will learn anyhow, and does not really need her help.

But able students <u>do</u> need teachers. They have problems with which teachers can help. A friendly, understanding teacher can have a great influence in the life of a bright child. The gifted have long memories and may cherish for a lifetime a few words of advice or a bit of help over a rough place.

We might consider next a few of the specific responses which a teacher might make to students who show some of the characteristics listed in the previous section.

For those who

*learn quickly and with little repetition	Don't assume mastery too quickly. Check first--then encourage depth learning. Give them chances to generalize and apply.
*read with rapidity and understanding	Encourage them to vary their reading diet and to read more challenging things. Discuss ideas from your reading with students and suggest articles or books which you have found stimulating.

When one bright girl came back from the library with an arm load of books of the "teenage romance" variety, the home economics teacher asked casually, "Why are you eating only dessert?"--and went on to give a word of advice about book selection. Two years later, ready to graduate from high school, this girl look back on the incident as a stimulus to the wider and more satisfying reading habits she had by then developed.

*volunteer constantly and always have the answer	When planning recitation lessons, construct questions of variable difficulty. Ask brighter students to generalize, infer, make evaluations, etc., instead of merely recalling information from the test. For discussion lessons explain the concept of discussion roles--and then encourage the bright girl to try to play these different roles during the class period. Help them gain satisfaction from drawing out other less vocal students, both in class, and in conversation.
*show great interest in the "whys" and "wherefores"	Provide reading materials, such as college science texts, from which some reasons can be worked out. Encourage experimentation which might suggest answers to some questions, and show students how to set up demonstrations or present results for the benefit of the whole class.

*have great "drive" and high energy level	Keep them busy by suggesting challenging projects. Help them learn how to relax and release tension in constructive ways. Help them plan time for contemplation and "incubation" of ideas.
*have many interests	Show interest in <u>their</u> interests. Help them see how homemaking and motherhood can be a focus for many scientific, artistic and literary interests.
*are resourceful and imaginative	Don't insist on rigid assignment structure when they can see better ways. Encourage them to try new approaches to old problems and to put creative touches on "standard work"--a bit of original embroidery on the blouse--a story written for a particular child, an illustrated instruction sheet for using some appliance in the department, etc. Allow extra time when they desire to go beyond the minimum requirements of an assignment. Help them to identify the "sparks" for creativity by asking such questions as "What helped you to develop this new idea?" Help them to evaluate their creative activities by asking why these were satisfying.
*are stable, poised and self-confident	Use these traits to advantage by encouraging students to take responsibility and positions of leadership.
*want to serve and are responsible and trustworthy	Show them how to contribute to their class and school. Help them to analyze their abilities to find places where they can serve best.
*are very individualistic	Give approval to a thoughtful expression of ideas, even if you don't quite agree with the conclusions. Help them to distinguish between the times when conformity is necessary and those when freedom can be encouraged.

Help them to make friends by providing chances for small group work in class and FHA.
Teach the process of goal-setting and stress the importance of personal commitment to constructive values.

"If the gifted individual is to be productive and innovative, the culture must encourage, or at least be receptive to personal independence and autonomy."[17]

In contrast, our emerging values reward conformity and stress sociability and hedonism. They use results in the present time as a criterion of worth and encourage relativistic attitudes.

Getzels and Jackson maintain that the gifted individual, if he is to contribute to society in proportion to his talents, must instead be ready to work hard and to sacrifice present ease, and he must maintain firm commitments to his own standards and beliefs.

In conclusion, it might be added that a bright student can be a source of stimulation to the teacher. Enjoy her and learn from her!

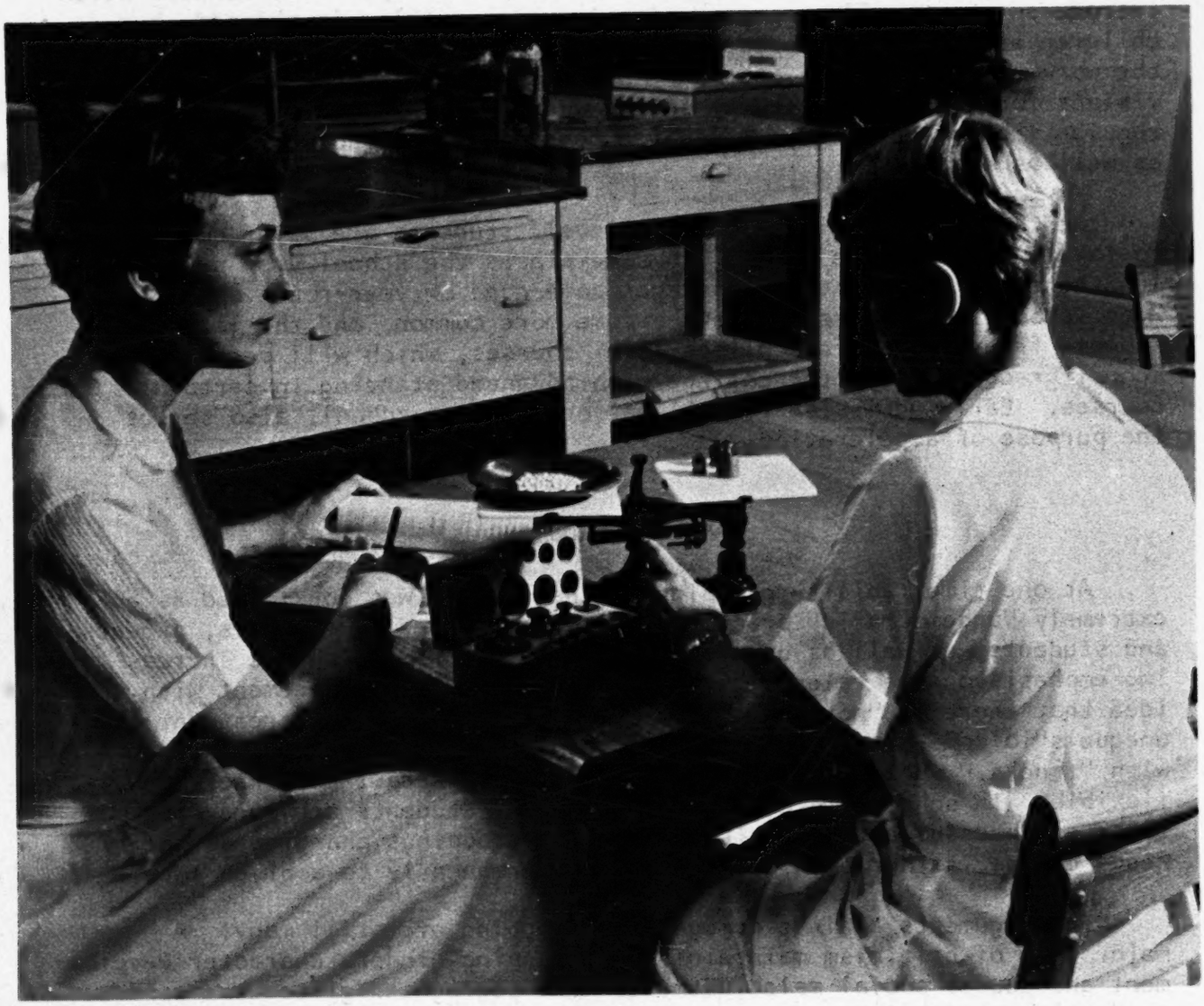
In one senior home economics class, there were two able students, who were particularly interested in and talented in art. When an art exhibit of original works from a well-known museum was held at the university near the teacher's home, she invited these two girls to spend the weekend with her to visit the display. The three spent an afternoon with the twelve paintings, and the teacher, who knew little about art, was given a careful explanation of media, techniques, the special characteristics of the artists, and relevant art history. This was a rich experience for <u>all</u> concerned.

ADMINISTRATIVE PROCEDURES

Since our schools are typically organized in class groups, and since children vary in ability and achievement, there are many administrative problems to be considered, when one tries to make special provisions for the education of gifted students. Administratively, the various plans which have been suggested may be classified as

Acceleration
Ability Grouping
Enrichment

A home economics teacher may find herslf in a school where any one of these is practiced. It may be profitable, then, to consider each plan, and explore some of the ways in which our teaching could be adapted to it. We might remember, though, that some schools try to combine two or all three of these approaches.



Academically talented students can engage in independent study, individually or in small groups. The results of their research or special projects can often be shared with the rest of the class.

ACCELERATION

There are several ways of speeding up the educational progress of a child. Historically, grade skipping has often been practiced. This is now generally considered less desirable, except in selected cases where a student is socially and physically, as well as mentally, advanced. Many educators feel that mental development cannot be forced any more than physical development can be speeded up. Some schools have introduced the "rapid progress" plan in which nothing is skipped, but children are allowed to proceed at a faster pace, sometimes by covering the work of two years in one year, or three in two. Ungraded rooms, provisions for independent study, or the addition of subjects to the regular schedule are other ways of encouraging more rapid learning, as well as depth.

At the high school and college level, students are being counseled to take heavier course loads. In some places the school year has been lengthened, and a number of colleges have gone on year-round operation. High school summer sessions have become more common, and the larger high schools frequently offer college-level courses, which will permit high school graduates to enter college with advanced standing in certain courses. Early admission to college, or to grade school, also serves the purpose of acceleration.

ABILITY GROUPING

At one time, ability grouping in the schools was considered as an extremely "undemocratic" practice, and was resisted by teachers, parents and students, as well as by professional educators. With the increasing emphasis on the talented student, and the growing agreement with the idea that there is "nothing quite so unequal as the equal treatment of unequals"[18] some school systems have become more willing to experiment with "tracks." However, there is a tendency to keep these tracks flexible. In schools which are large enough, students are more likely to be grouped subject by subject, with the groupings changing as their needs change, rather than to be assigned permanently to a given level.

The arguments against homogeneous grouping are still many. A major line of criticism maintains that grouping hinders character development and causes social maladjustment. The segregated gifted are asserted to develop a snobbish sense of superiority, and to fail to develop the understandings and skills needed to live in a democratic society. Those in the slower groups are said to become hostile toward the more able, and to be deprived of the benefits of watching and learning from the brighter students. Teachers sometimes oppose ability grouping because they feel that the quality of a teacher's work may be thought to be indicated by the level of the students whom she teaches.

The proponents of homogeneous grouping counter with the argument that students who have to work hard to keep up with classmates of a similar ability level do not feel superior, but rather get a better perspective of their own worth and actual potential. It is maintained that grouping avoids one of the difficulties of acceleration by making possible mutual stimulation and keen competition without forcing a gifted child beyond his depth socially or emotionally. Lack of challenge, often present when a child is too advanced for his grade group, is asserted to result in psychological under development and neural inadequacy. Further, it is argued that grouping is equally desirable for the slow student, who often feels hopelessly left behind in the average class.[19]

Copley[20] states that working teachers who have had experience with ability grouping favor it.

> A homogeneous group...is easier...to handle, learns more readily, works together better, creates fewer discipline or personality problems than does the unselected class, and ...this is true not just of the top group but of all groups including the lowest and slowest.
>
> Operating at a speed comfortable for them all...they stimulate each other horizontally, so to speak, in a way far more effective than any vertical stimulation, from bright to slow, could provide.[21]

There seems to be increased support at all levels for the practice of ability grouping. The real question, Copley says, is not whether there will be grouping, but whether it will be carried out systematically or not, and what plan will be used. He concludes that

> The lesson of experience is that ability grouping, if practiced with wisdom, good sense, and a due regard for human feelings, is beneficial to all groups. (There is) more learning and better learning, and greater satisfaction to the student.[22]

ENRICHMENT

Probably the least controversial method of handling the program of the gifted student is that which prescribes the use of enrichment within the regular classroom. In a few places "group enrichment" has been attempted. Advanced students from several schools may be brought together to attend a special class, or community agencies may sponsor clubs or seminars. Usually, however, enrichment is thought of as an individual activity carried on either by the regular classroom staff or by a special teacher who works both with the regular teacher and with students outside of class.

It is recommended that enrichment provide breadth and depth and that it not be just an additional quantity of work which the child already knows how to do, provided for the purpose of keeping him occupied during school hours. It should not be a certain program or series of planned

A fast learner can demonstrate to all or part of the class, gaining experience for herself and freeing the teacher to work with some who need special help.

exercises through which each student progresses in a certain sequence but rather should be

> so organized as to help a given youngster
>
> > develop his known abilities
> > explore further his professed interests
> > delve into areas that may provide new and profitable interests
> > increase his knowledge and understanding of himself, his society, his world, and his personal ability to contribute to a good life.[23]

One reason that there is little controversy over the practice of enrichment may be that it requires a minimum of change in educational procedures. In fact, since providing for individual differences is always stressed in teacher education, enrichment may be considered to be a part of the teacher's normal work just as the provision of repetitive practice for the slow child may be thought of as a part of that work.

Other persons see an advantage in the fact that individual projects benefit not only the able students, but the rest of the class as well, and that, therefore, there is an improvement in the total school program. Since the work is entirely individualized, others see it as an unusual opportunity for original and creative work which is free of the high pressure and the demand for speed which students may feel in the competitive situation of the homogeneous group.

Those persons who oppose acceleration on the grounds that "valuable learning experiences are not necessarily a part of a certain sequential approach to a subject"[24] usually approve of enrichment, while those who oppose homogeneous grouping may take the position that enrichment can provide in the regular classroom all of the stimulation needed by the bright child.

Since enrichment does not reduce the time needed to complete the period of schooling, it is not satisfactory to those who feel that an important problem is getting bright children into "production" at an earlier age. The extra education gained is not felt to be as valuable as the time which can be saved by acceleration.

Probably the greatest disadvantage of depending on enrichment to meet the needs of the gifted child is that it tends to be neglected. Like other persons, teachers are inclined to follow the principle of least effort. It is easy to overlook the bright child and to become so absorbed in routine activities that enrichment projects are forgotten.

IMPLICATIONS FOR THE TEACHER

Acceleration may mean that we have a bright child or two who is chronologically younger than the rest of the students in our class. This may not create much of a problem academically, but when it comes to skill learning, the situation already noted may arise. If each class

member is helped to choose a project suited to her particular level of ability, some of the difficulty may be prevented.

In schools which have a "rapid progress" plan the teacher may find herself with a whole group of students who are younger than those for whom a particular course of study was originally set up, and some adjustment of content may be necessary.

Students who are speeding up their high school work may be picking up home economics as a fifth or sixth subject, and they may not think they have the time, or may not be willing to spend much time, for outside study.

Finally, home economics may be added to the high school summer school schedule, and this would mean that an intensive, speeded up course to fit into the short time period would have to be developed.

Ability grouping in a school may or may not make a difference in the composition of the home economics classes. In "across-the-board" tracking, or in places where the entire school population is composed of superior students, the home economics groups will also be homogeneous. In this case, the teacher will have to plan her work with the special characteristics and needs of such students in mind. Basically, the philosophy behind ability grouping implies not merely a difference in the pace of the class but a difference in course content and goals as well. Some suggestions for activities in such classes will be given later on in this issue.

In other schools, students are grouped according to ability for such courses as English, mathematics and science, but are grouped heterogenously in other classes. Home economics is usually included in the classes with heterogeneous groupings. Here the teacher has the usual problem of a wide range of difference in both intellectual and manual abilities, but she may also have some additional problems with attitudes and motivation, depending on how the students feel about the grouping system in the school as a whole.

Finally, even a school which is not fully committed to ability grouping may be willing to offer a special home economics class for the college bound. In the past few years a number of teachers have developed course outlines for this purpose. A discussion of the problem and suggestions for units will be found in Vol. IV, No. 8 of the Illinois Teacher "Special Home Economics Offerings for the Academically Talented." Anne Watkins Kozek and Irene E. McDermott have also described a course for the intellectually gifted in an article in the April, 1961, issue of the Journal of Home Economics. And the new Illinois State Curriculum Guide is expected to contain a plan for such a course as well as content suggestions for the semester "interest courses" which also draw college-bound girls and boys.

Enrichment, of course, can be practiced in any class, anywhere.

> An enriched program is one in which depth and breadth are added to regular classroom work. It means that the

gifted student is provided with a greater variety of new learning situations, materials and activities designed to give him the depth and range of educational experience that he requires for his fullest development, not that he is given more of the same kind of materials or activities that represent the regular program. The teacher will see that books and materials which will encourage the student to branch out and go beyond the required content of the course are readily available. The enrichment program does not mean that the gifted student should not acquire the basic knowledge and skills required of all home economics students. Rather, it recognizes the fact that the gifted student will want more complete answers and explanations to her questions of how and why. If resource materials are available, the teacher can stimulate the students to find answers to their questions from authorities and research reports.

Furthermore, ...gifted students are capable of performing experiments and observations, and if the materials are available, they should be encouraged to make use of this ability. Therefore, it is desirable for the home economics department to have related art materials, a science kit, a microscope, filmstrips and projector, record player and records, tape recorder, and similar resource materials and equipment or at least have access to them from the departments in the school. In providing an enriched program, the home economics teacher is expected to create a setting in which experimentation and flexibility are encouraged and allowed. Furthermore, her originality and creativity in devising motivational and instructional techniques to guide and challenge superior students will affect the quality of her entire program.[25]

SOME POINTS TO CONSIDER IN PLANNING ENRICHED PROGRAMS FOR SUPERIOR STUDENTS

"The urge to do, to accomplish, to show accomplishment may interfere with the proper education of gifted children--the goal-blinded learner doesn't evaluate himself--does not readily turn from considering ends to contemplating means--doesn't substitute inventive behavior for familiar habits."[26]

"Competition is not specifically more useful (for these students). Identification and emulation are major motivations."

"The capacity to know stimulates the need to know."

"Extrinsic motivations are not needed so much because bright students see purposes and goals. They recognize their weaknesses and want to overcome them."[27]

Constant activity is not necessarily a measure of an adequate learning experience. "Creation often follows periods of contemplation or withdrawal."

But neither do we want to encourage habits of idleness or rejection of all routine.[28]

Copley sounds a note of warning in connection with enrichment which "may degenerate into pseudo-intellectual play with more emphasis on pleasure and enthusiasm than on learning." Citing the "danger that students may be introduced prematurely to aspects of a subject that depend for their proper understanding on a thorough mastery of fundamentals, he gives as an example the difficulties involved in setting a group of high school students to conduct a survey of public opinion. He suggests that even to use the term "research" in describing enrichment projects is very misleading:

> If it is true research, it is likely to be premature; if it is not true research, it is almost certain to mislead the student as to what research really is. Talented and imaginative young people have an almost fatal facility for seeing how a problem is bound to be answered; set them somewhere near the end of the problem and they will work out the final steps with great joy and dispatch. But ask them to start at the beginning and--like the genuine scholar or scientist--work out the <u>whole</u> solution--step by step and they are quickly bored. The former they do with ease; the latter they must be compelled to do. Enrichment is valid as an educational technique only so long as it compels intellectual discipline, and, so to speak, keeps its eye on the educational ball, which is progressive mastery of subject matter; lacking careful control, it is likely to descend to wave-top skittering as is acceleration, and the fact that the skittering is done off course instead of on course is no great advantage. Enrichment cannot be justified solely as 'study in breadth'." [29]

We may not agree with Copley on all points, but we can surely see that there are possibilities for superficiality in our enrichment programs. He also has some stimulating things to say about "critical thinking" and the learning process.

> Learning is not a social activity; it is a lonely business--the greater the learning, the greater the loneliness--(It is) not fun, though it has its moments of joy and exhileration, but hard tedious work, often exasperating and commonly discouraging--full of repetition, of dull fact-gathering, of monotonous checking and re-checking of details. It demands discipline--(and) endless memorization, for the learner will never have time for the final step to understanding if he must be forever running to his reference books.[30]

GENERAL SUGGESTIONS FOR ADAPTING MATERIALS FOR THE USE OF ABLE STUDENTS

1. Get students involved in planning--at least they should be aware of what the expected learnings are.

2. Organize lessons around a problem or a purpose.

3. Capitalize on the ability of these students to

plan	-	rearrange	-	observe	
reason	-	organize	-	report	
generalize	-	transfer	-	illustrate	
discover principles	-			discriminate	
draw conclusions	-				

Plan to give practice to improve their abilities in these things.

4. Provide conditions which encourage experimentation and exploration based on student ideas.

5. Place special emphasis on

   reading skills
   individual study
   use of many resources, including original sources
   orderly disagreement, on basis of study and evidence
   appraisal of opposing view points.

6. Work for increasing awareness of the learning process on the part of the learner.

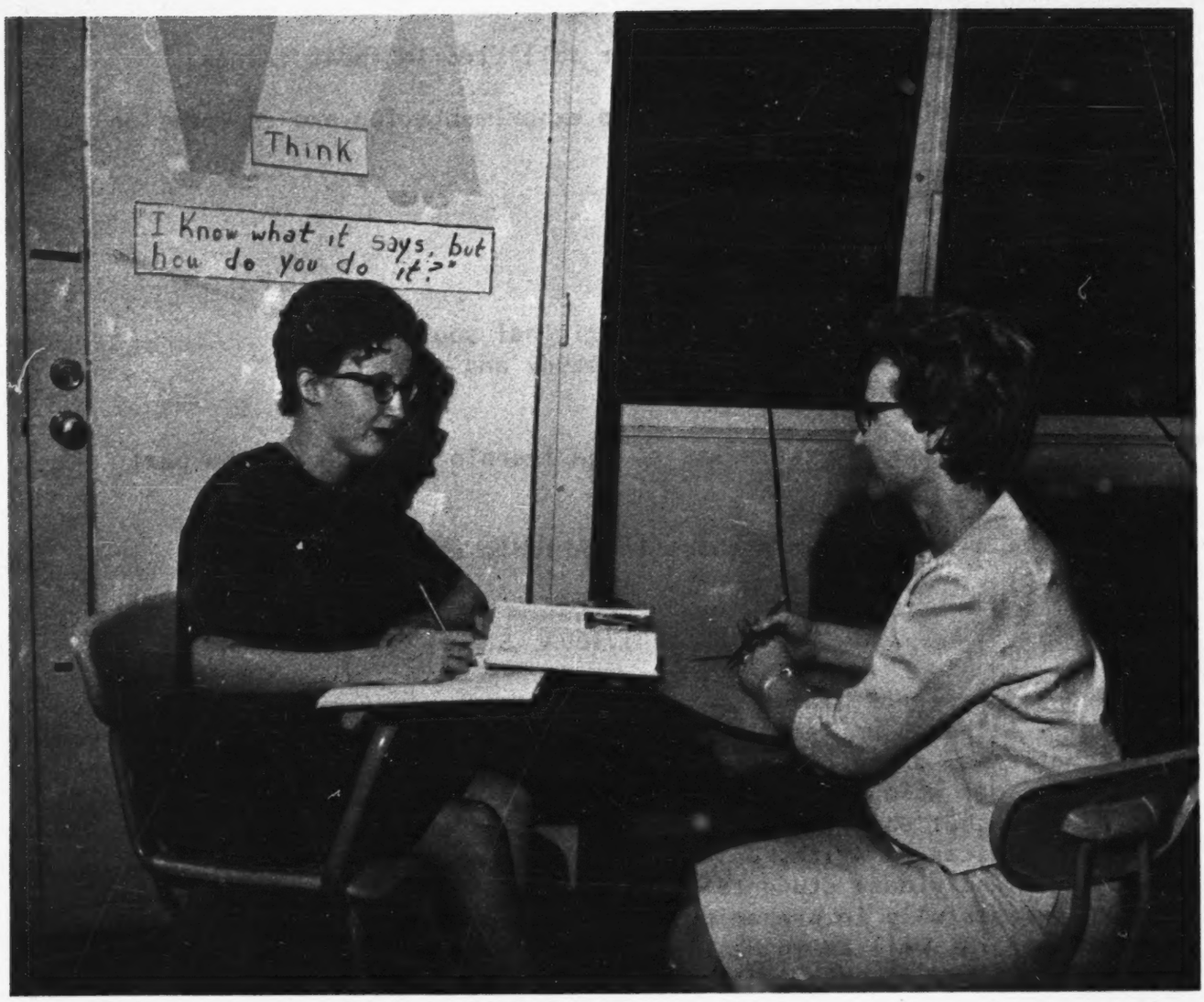
7. See that students have a share in periodic evaluation of their work.

GUIDING INDIVIDUAL STUDY

Much emphasis is placed on teaching the superior student to study "on his own." Although varied approaches may be suitable for different purposes, a systematic way of gathering information about a topic is a skill often needed, and one which will greatly aid in individual exploration. A method adapted from that used in the classes of Professor R.H. Simpson of the College of Education at the University of Illinois can be taught to a class or to individual students for this purpose.[31] This technique can be used successfully in preparing a report, a talk or series of talks, or a term paper, as well as in getting a background for personal experimentation or projects.

Problem identification is the first step in this operation. If students are expected to select their own problems, some will have difficulty and the teacher may use various types of tests, inventories, questionnaires, problem censuses, etc., to aid in the process. Sometimes a problem may be an assigned one. A teacher might make such an assignment for the purpose of teaching the process.

If the choice of the particular problem for study is up to the student, the teacher will also want to help him use criteria for selection.



A gifted student in a home economics class for the college bound confers with her teacher about an individual problem.

Questions such as the following can be used to test the suitability of the problem.

1. Is it a problem that interests me?
2. Will the study of this help me now or later?
3. Is this taught somewhere else in school?
4. Is this problem too easy or too hard for me?
5. Is this something I know already?
6. Are materials available to help me with this problem? (A little exploration may be necessary in order to answer this question.)
7. Will I be able to show some results of my study of this topic?

After a suitable problem has been chosen, a working outline is prepared. The problem topic is divided up into aspects which can be phrased in question form. For example, a junior high student who was working on a report on Vitamin A might use the following working outline:

1. What does it do for the body?
2. What foods are the best sources?
3. What are the signs of a deficiency?
4. How much do we need each day?
5. Are other food elements needed to work with Vitamin A?
6. How should foods be prepared to keep Vitamin A at a high level?
7. What other interesting information can I find about this vitamin?

Of course, the working outline can be adjusted to the purpose and level of the student. Another person might use questions about the discoverer of the vitamin, its chemical composition, methods of calculating the amount in foods, etc.

If the topic chosen is more behaviorally oriented, the outline questions will need to be stated a little differently, but the question form can still be used. Definitions, suggestions for solutions of various aspects of the problem, advantages or disadvantages of certain procedures, conclusions of certain investigators, etc., can be made the subject of questions.

Each question of the working outline should then be copied at the top of a sheet of typing paper (or on a card, if the student prefers to work

with these). An initial choice of references is made with the help of library resources, and the student is then ready to begin selective reading and note-taking. To do this most efficiently, he should make use of the table of contents and indexes in books, and of paragraph and section headings in books, magazine articles and pamphlets. He should then skim quickly the parts related to his topic. When he finds an item relating to one of his outline questions, he should first decide whether it should be noted at all, and next, if he decides to make a note of it, whether it should be paraphrased or quoted exactly. A note is labeled with a number assigned to the reference, and the number of the page on which the information appeared. It is also helpful to include the author's last name.

The complete bibliographical data for the work is entered on a separate reference sheet. If one book or article contains material related to several of the questions, the notes are separated by being placed on the appropriate sheets. More sheets may be inserted as necessary, numbering them 1a, 1b, 1c, etc. Sometimes as one works with a topic, he finds it advisable to add certain questions and delete others. This can easily be done, when one is working with separate sheets.

When one has exhausted his available resources, or what is more likely, his available time, he can study his notes, question by question, and use the information to prepare his paper, talk, etc. If the study was undertaken mainly for personal information, a summary of each question can be prepared. It is important to do some "pulling together" or organization of the information gained from this form of study.

Refining the Technique

A student should become more proficient in this individual study method as he practices it. The teacher can encourage him to improve his work by helping him to evaluate his methods of operation. She should show him how to condense his notes by leaving out nonessential elements, and by avoiding multiple notes with the same idea. She should help him become more skilled at paraphrasing, and remind him of the importance of exact copying of quotations. As he gains information on a topic, she can encourage him to be more critical in evaluating the content of the notes, and can help him to see implications for further study and/or behavior. Later on, the major emphasis may be placed on this process of critical analysis and the formulation of generalizations and action proposals.

Students may also be encouraged to study from a variety of sources. Information about subjects related to home economics may be obtained from books, magazine articles, pamphlets, personal interviews, radio and TV programs, advertisements, catalogs and observations in stores, homes, etc., as well as from simple experimentation for some topics.

Evaluation of the method of work, as well as of the finished product, is important. Students may learn from evaluating the work of others as well as their own. Judgments may be based on such points as the number of references, the variety of the references, the completeness of the bibliographical data, the organization of the outline, the clarity of the

objectives, the quality of the reactions or evaluative comments and the number and practicality of the applications made.

Able junior high students can use this technique successfully if guidance is given and the topics are adapted to their interests and purposes. Summaries might be simpler, but they should still require organization of material and some careful thought about the information collected. The teacher might suggest such forms as these for finishing up the study:

*A list of new things I learned.

*Points where I agreed or disagreed, and why.

*A paragraph for each question summarizing my findings.

*Changes I plan to make in my behavior as a result of this study.

Reporting to the Class

Experience in presenting information to others is especially important for superior students. During such reports class members can gain additional valuable practice in notetaking and evaluation techniques. Some guides will be helpful in focusing attention on the points to be checked, especially when students are new to the process.

The following guides were developed with a class of gifted seventh graders. The students worked in pairs to gather information about an assigned vitamin or mineral. Then each group chose a food product rich in the particular nutrient and found a recipe containing the product which could be prepared in the available time. The teacher gave help as needed in locating sources, planning time schedules, etc. On an assigned day, the report-demonstration was presented to the class, and the audience used these sheets for purposes of evaluation.

REPORT RECORD

Topic of report:_____

Food demonstrated:_____

Names of reporters:_____

Main ideas:

1. Who discovered the nutrient?

2. What does it do for the body?

3. What will happen if we don't get enough of this nutrient?

4. What foods are rich in the nutrient?

5. How much is needed each day?

6. What special techniques are needed to keep this nutrient in foods?

7. What other information was given?

JUDGING THE REPORTS

Topic of report:_____

Food demonstrated:_____

Names of reporters:_____

Give evidence for your answers, wherever possible.

1. Did they have good posture?

2. Did they hold the attention of the class?

3. Did they speak clearly?

4. Did they stay on the subject?

5. Did they answer all of the questions?

6. Did they explain technical terms?

7. Did they present their material in an interesting way?

8. Did they answer audience questions clearly?

9. Did they plan their time and stick to their plan?

10. Were they neat about their work?

    orderly table?

10 (continued)

careful measuring?

clean aprons?

11. Did they seem to know exactly what they were doing?

12. Did each do an equal share of the work?

13. Did they cooperate without interfering with each other?

14. What was your opinion of the product?

appearance?

15. What was the most interesting thing you learned from the report?

(The students who gave the report used this sheet for evaluation, also, substituting "I" for "they" and adding the answer to this question: "How could our report have been improved?"

JUDGING MYSELF AS A LISTENER

Topic of report:_____

Food demonstrated:_____

Names of reporters:_____

1. Did I sit where I could see and hear?

2. Did I settle down quickly at the beginning of the hour?

3. Did I listen carefully to all of the report?

4. List questions you asked:

5. Did I have my paper and pencil ready to take notes?

6. Did I take orderly notes--organizing them as I wrote?

7. Did I take careful notes so that I was able to answer the questions under "Main Ideas in Report"?

8. Was I courteous in tasting the product, without grabbing or making unpleasant remarks about the food?

9. Did I try a little of the product even if I was unfamiliar with it, without making faces?

10. Did I put my chair in place and do my share to leave the room in an orderly condition?

11. What one thing will I do to improve my listening to the next report?

12. What did I observe in this report that I can use to make my own report better?

SOME OTHER KINDS OF ASSIGNMENTS WHICH CAN STIMULATE THE SUPERIOR STUDENT

*Individual Field Trips

Each student is given a project to carry out by observation in a supermarket, with additional reading or analysis based on the observations. Information gained can be reported to the class, using visual aids devised to illustrate the points made.

Examples of Projects

1. Examine the labels on cans of condensed and evaporated milk. What is the major differences between these two types? Find boxes of dried milk. How does it differ from the other two? For what could each of these types of milk be used in the home? How do they comparein cost with the various kinds of fresh milk? Which of these types of milk do you use in your home?

2. Name the fresh fruits and vegetables the store is selling. Are all these duplicated among the canned or frozen foods? Which fruits can you buy fresh only? Canned only? Frozen only? Which can be purchased in all three ways? What are some factors which determine your choice?

3. Compare the prices of the various sizes of vegetable shortening, of one type of ready-to-eat cereal (Don't overlook the small individual packages) and of canned peas. Record the unit price, the weight, and the cost per ounce. What do the facts you discover mean to a family?

4. Compare the costs of fresh, frozen and canned green peas or beans. Where can you find the number of servings each package will give? Strictly on the basis of cost per serving, which would you buy? Does anything else have to be considered?

5. Find three products sold in the store that are "multiple priced" (priced to be sold in units of two or three). In each case what is the saving over buying the items singly?

6. Labels, by law, must give certain basic information. Look at a number of them and try to decide what information is always given on a label. Find a product which has a label that gives storage information, one that gives a recipe, and one that gives the nutritional value of the product. Talk with your mother about the information she would like to see on a label, and how she uses what she does find there.

7. What varieties of applies is the store selling? How do they compare in cost per apple? Find the same information for oranges.

8. List all the types of canned cherries that are available. List all the forms in which canned pineapple is sold. Find what each type of cherries and pineapple may be used for.

9. List all the kinds of canned fruit that are available. Compare the prices of the different kinds (be sure to compare prices of cans of the same size). Or compare cost per ounce in each can. Divide the fruits available into two groups according to price. Why would some fruits be more expensive than others?

10. Go through the store and look for foods with which you are not familiar. List these and tell the class about them. Ask the store manager what changes there have been in the foods he sells in his store in the last five years.

*Thought Problems

These questions were devised to help students become more aware of the reasons for common difficulties in beginning clothing construction. All require an application of some fact or principle which the student is expected to know. In each case, she is asked to explain what might have been wrong.

1. You have pinned a seam for stitching. However, when you remove the pins you find that the holes where they were, stay open.

2. You have bought a Singer bobbin, but you find that it will not fit in the bobbin case of your Singer machine.

3. You want a piece of material on the bias. So you "tear out a bias strip." However, when you apply it to your garment, you find that it does not stretch appreciably.

4. You have a piece of material printed with rows of polka dots. You straighten it by pulling a thread across the raw edge, but this doesn't seem to help much. The bottom row of dots is only half there.

5. You have machine stitched a hem. But when you look at the right side, you find little loops of thread standing up from the material.

6. You have your machine threaded correctly, but every time you start to sew, the thread comes out of the needle.

7. Your machine seems to be operating perfectly except that the cloth does not move back under the presser foot.

8. You have threaded your bobbin winder correctly and loosened your stop-motion screw. When you operate the machine, the balance wheel runs, but your bobbin does not fill.

9. One day when you start sewing, your needle breaks, for no apparent reason.

10. You have sewed around a corner, but when you look at the stitching, you find that you have a curve instead of a corner.

11. At the end of a line of stitching, your thread becomes knotted and tangled, so that you have to cut it in order to get your material from the machine.

12. You have finished a line of stitching and have raised the presser foot, but when you pull on your material to remove it, it does not come, even though you pull as hard as you always have before.

13. You always wear your thimble when you sew by hand. But in spite of this, the tip of your third finger becomes sore from pushing the needle. Sometimes it even bleeds!

14. On one side, where your apron band runs into the end, you discover a "jag." Your tie end is one-half inch narrower than the rest of the band.

15. After you have washed your apron for the first time, you find that raw edges show along the seam of one tie end.

16. You turned under the edges on a pocket and stitched it on your apron. But after wearing the apron a few times, you discover raw edges around the pocket.

17. You have pinned your pattern on a piece of fabric. When you cut it out you find that you have to move the pins before you can cut.

18. Your pattern instruction sheet tells you to join first the notches numbered 1. But when you look at your material you can't find any notches.

19. After you have stay-stitched your skirt waist line, you find that you can't open the skirt out anymore.

20. On a gathered skirt, you find that there is a straight, nongathered place at the center of the back.

21. When you try on your skirt after basting on the band, the band pulls off before you have a chance to see whether it fits or not.

22. After stay-stitching, you find that your skirt waistline stretches more, instead of less as it should.

*Supporting Opinions

A group can be given a list of statements on which people will tend to disagree. Students can be asked to indicate first whether they are inclined to agree or disagree with the statement. They are then asked to find supporting arguments in favor of their stand.

For example, a discussion about the controversial statement

"Boys should help with the housework"

resulted, in one class, in the following list:

Agree	Disagree
1. A husband may have to help in emergencies and should know how.	1. Boys have their own work and shouldn't be expected to do the girls' work, too.
2. A boy needs to learn how much work there is to keeping a house.	2. Girls don't like to work outside. They prefer housework.
3. In the army, a boy will need to know how to do some housework.	3. Boys don't know enough about housework to be of much help.
4. Many boys like this type of work.	4. A boy is too sloppy when he does housework.
5. If a girl cleans a boy's room, for example, she may disturb his things.	5. Other boys may make fun of boys who have to do housework.
6. A boy makes some of the housework necessary.	

The teacher needs to guide such discussions carefully. She needs to point out, for example, that a large number of reasons for a course of action does not necessarily indicate the wisdom of pursuing it. Some reasons carry more weight than others, so we need to evaluate such lists in terms of our basic goals and values. Students can also be asked to

compare the reasons with those given by adults who have had much experience with people and who have studied such problems.

A technique which might be found useful in helping students to weigh the pros and cons of an issue is to list these in parallel columns as we have just done and then assign comparative numerical values to the arguments:

1. Worth noting, but not very important.
2. Of greater significance, but it could be overlooked.
3. An important item which should not be ignored.
4. A major point which will be difficult to counterbalance.
5. An extremely serious consideration which probably cannot be ignored.31

The students will see that the judgments one makes about these rankings will be determined by the value hierarchy of the individual.

*Alternative Methods

A student teacher planned a very successful lesson in which she prepared a set of descriptions of common situations which led to conflicts in a family. Along with each situation went a brief description of one way of resolving conflict--compromising, taking turns, giving in to the other person, using authority, etc. The class was divided into groups, and each group acted out the situation with a solution, using the assigned method. The class then discussed the advantages and disadvantages of the various methods.

*Enrichment of Content

Irene Oppenheim has reported on an experimental nutrition education program conducted with academically able junior high school students

> The outline of the course included food problems of people at home and abroad and their influence on health, the relationship of a balanced diet to health and energy, and translation of our present knowledge about nutrition into everyday living. Within this framework we included such things as a study of protein, the geographical areas in which the lack of protein is a serious problem, the relationship of this lack to the life of the people, the way in which we use protein in our bodies, the sources of protein in our daily diet, and how people in other parts of the world are meeting the problem of protein deficiency.

When we were studying a specific area such as protein we planned a variety of activities. Our planning was greatly facilitated by the cooperation of the science department which permitted us to use their laboratory facilities. Students analyzed foods to determine what type of nutrients they contained; they studied food structure under the microscope; they simulated the digestive process of nutrients to observe chemical changes that take place in digestion; they studied the effect of the lack of specific nutrients on rats; and they did some library research on the relationship of nutritional deficiencies to the living situations of people in various parts of the nation and the world.32

TOPIC SUGGESTIONS FOR INDIVIDUAL STUDY, CREATIVE PROJECTS, OR SUBJECT MATTER FOR ACCELERATED CLASSES IN HOME ECONOMICS

The following suggestions are organized under broad subject areas in home economics and are also related to other academic branches of study in which a superior student might have a particular interest.

FOOD AND NUTRITION

History

Food and our holidays
Origins of some common foods
Famous men who have worked with food,
  Burbank, Booker T. Washington, those who discovered the vitamins, etc.
Food habits of a historical period, e.g., Colonial
The history of cookbooks

Economics

Food budgets and cost records
Comparative shopping to determine best food buys
Ways to equalize food supplies so that the undernourished may be better fed
Dietetics as a profession
Other work opportunities in food service

Science

Nutrition research
  How did we find out what foods are best?
  Studies currently under way
The effect of diet on physical appearance

Science (continued)

Deficiency diseases or the relation of food to disease
The way certain foods are processed
Planning diets for special situations
Methods of determining the nutritive content of food

Sociology

Food habits in other cultures, or in various regions of the United States
Ways of getting people to change food habits
World nutrition problems
Community work to improve nutrition
Prevention of accidents in kitchen
Teaching good food habits to a child

Art

Color schemes for kitchens
Principles of arrangement
Art objects used as decoration
Flower arrangements for table centerpieces
Artists who have used food as a subject
Personal use of some media--to express something related to food, e.g., a still life

Languages and Literature

Foods (which we have adopted) from other countries
Different names given to the same food in different countries
Cookbooks as literary objects
Famous descriptions of food in literature
Personal creative writing about food
Meaning of terms from other languages--used in describing foods

Music

Music written about food
The relation of music (or noise) to digestion

HOUSING, HOME MANAGEMENT AND HOME FURNISHINGS

History

Relation of historical conditions to type of housing and furniture of the period

History (continued)

Homes with historical significance or those belonging to famous people, such as Mt. Vernon
Personages after whom furniture styles were named, such as Queen Anne
Lives of famous craftsmen and architects
Furnishing historical restorations--such as Colonial Williamsburg

Economics

Public housing
Comparative costs of various qualities of furniture and home furnishings
The real-estate business
Long-range planning for home financing
The problem of consumer credit

Science

Man-made fabrics for upholstery, etc.
Prevention of moth damage
Solar heating
Air conditioning
Care of house plants
Principles underlying the operation of equipment

Sociology

Housing at various social class levels
Housing conditions around the world
The relation of housing to delinquency, family interaction and stability, etc.
Problems in urban renewal programs
Housing for the elderly

Art

Selection of paintings for various rooms
Landscaping
Creative work for use as a decorative object in the home
Coordinating the color schemes for all the rooms of a home
Use of plants in home decoration
Artistic effects produced by artifical lighting

Languages and Literature

Famous homes or estates in literature
The homes of well-known authors

Languages and Literature (continued)

Poetry relating to housing of different types, from cottages to castles
Literary description of furnishings to evoke particular moods

Music

Building a record collection
Planning for built-in music reproduction systems
Compositions related to the composer's home

CHILD DEVELOPMENT AND FAMILY RELATIONS

History

The change in the attitudes toward childhood
Well-known families--past and present
The history of child-labor legislation --or the Women's Rights movement
The childhood of historical figures
Family life at various periods of history

Economics

The family budget
Cost of the special foods and supplies for a baby
Variations in amount that can be spent on wedding
Prevention of accidents to children

Science

Nutrition during pregnancy
The care of premature babies
Allergies in children
The mechanisms of heredity

Sociology

Various forms of family structure in different cultures
Community resources to aid families
Problems of broken families
The mother employed outside the home
Child rearing practices in other cultures

Art

Paintings of family groups and of children
Ways to encourage children's artistic ability

Art (continued)

Art media for use by children
Taking children to art galleries, museums, etc.

Languages and Literature

Children's books
Composing original songs or stories for children
Reading as a family
Language study for young children
Well-known families in literature
Analysis of the relationships in a book about a family

Music

Compositions dedicated to mothers
Records for children
Family groups of musicians
Singing in the home
Young people's concerts

CLOTHING AND TEXTILES

History

Origins of some articles of clothing
Famous people who have given their names to clothing--or have worked with new fibers, etc.
Costume changes through the ages
The costume of a particular period in history

Economics

Clothing budgets and cost records
Comparative shopping--What makes the difference in a $5 dress and a $50 or a $500 one?
Professions related to textiles--designer, buyer, salesperson, textile chemist, etc.
Values of trade marks on clothing
Where is clothing made? What are some problems of the garment industry?

Science

Man-made fibers--newest developments
Work of textile-testing laboratories
Chemical processes in cloth manufacture, bleaching, dyeing, waterproofing, etc.
Finishes to improve qualities of traditional fabrics

Sociology

Clothing worn in other cultures
What makes styles in clothing change?
Teaching children to care for clothing, to select their own clothing, etc.
Agencies which deal in second-hand clothing--extent and need--Who uses?
Should we have few clothes of high quality or more changes of lower quality?

Art

Use of textiles in home decoration
Color schemes for costumes and wardrobes
Expressing oneself in art by block printing, textile painting, etc.
Use of crafts to make jewelry, accessories, etc.
How patterns for textiles are developed commercially
Decorative stitches that can be made
Ways to add distinctive touches to ready-made or hand-made garments

Languages and Literature

Descriptions of clothing in literature
The use of clothing descriptions by authors to express character and personality
What is a good label? What words mean little or nothing on labels?
Clothing styles that took the name of literary characters--"Little Lord Fauntleroy," etc.

THE SPECIAL PROBLEM OF THE GIFTED GIRL

Many societal pressures combine to discourage the bright girl from developing her talents to the fullest extent. At present, the world of learning is still almost entirely shaped by men, and little provision is made for woman's special needs and potentialities. That she <u>does</u> have special needs and potentialities is an age-old belief which is beginning to be supported by research. Margaret Mead has suggested that coeducational programs will be satisfactory only if boys and girls are permitted to emphasize differences in approach, in time perspective, in interest, and in imagery and cognitive style. Perhaps we do not need to re-examine the coeducation which has translated the "equality" of the sexes into non-differentiation between them. A bright girl may be perfectly capable of keeping up intellectually with her male classmates, but commonly, in our culture, she doesn't <u>really</u> want to. Often, with her concept of the challenges to be found in marriage and parenthood greatly distorted, she does not even see that some mental preparation could help her more effective in these roles, too.

Research on the attitudes and needs of intellectual women is greatly needed. Would educational procedures and criteria for success which are different from those set up for men, be desirable? If we could accept different patterns of study, we could allow for the interruptions necessary for family responsibilities, and take advantage of the contributions which the experiences of motherhood, home management, etc., can make to certain careers. Of particular interest are the grants for graduate study which some universities are now making to mature women. It would seem that home economists might work with psychologists and sociologists to find answers to some of the problems involved.

The field of home economics itself, may be considered to have certain special strengths as an area of study for women. Could we help some of the bright students explore some of these values?

**Subject matter intimately related to the homes and families which are the concern of the feminine person in our culture, even of the gifted woman.

**A philosophy based on concern for the importance of the individual person,
on feelings as well as facts,
on the development of rewarding interpersonal relationships,
and on the application of knowledge to universal problems

**Preparation for a dual or triple role
Homemaker
Citizen
Professional

for a flexible type of employment,
which may combine with homemaking at one stage,
and be a full-time position later.
Knowledge and skills for personal as well as vocational use.

**Protected competition

An area in which one can use all her abilities, rise to her full potential, etc., without feeling that she must be always competing with men.

REFERENCES CITED

1. Sumption, M.R. and Lueking, Evelyn M., Education of the Gifted, The Ronald Press Co., New York, 1960, p. 5.

2. Freehill, Maurice, Gifted Children, Their Psychology and Education, p. 119.

3. Sumption, p. 4.

4. Freehill, p. 124.

5. Freehill, p. 129.

6. Getzels, J.W. and Jackson, T.W., "The highly intelligent and the highly creative adolescent: a summary of some research findings," C.W. Taylor (Ed.), Research Conference on the Identification of Creative Scientific Talent, Salt Lake City, University of Utah Press, 1959.

7. Bonsoll, Marcella R. and Steffre, Buford, "The Temperament of Gifted Children," California Journal of Educational Research, 6:162-65, November, 1955.

8. Freehill, p. 57.

9. Sumption, pp. 111-112.

10. Freehill, p. 41.

11. Sanford, Nevitt (editor), The American College, John Wiley and Sons, Inc., New York, 1962, p. 820.

12. Drews, Elizabeth, "The Four Faces of Able Adolescents," Saturday Review, Vol. 46, No. 3, January 19, 1963, pp. 68-71.

13. Freehill, p. 43.

14. Freehill, p. 34.

15. Freehill, p. 64.

16. DeHaan, Robert F., "Identifying Gifted Children" in French, Joseph L. (editor), Educating the Gifted, Henry Holt and Company, New York, 1960, pp. 74-81.

17. Getzels, J.W., "Social Values and Individual Motives," School Review, 65: 60-63, Spring, 1957.

18. Sumption, p. 226.

19. Sumption, pp. 224-225.

20. Copley, Frank O., The American High School and the Talented Student, Ann Arbor: University of Michigan Press, 1961, p. 26.

21. Copley, p. 27.

22. Copley, p. 28.

23. Freehill, p. 204.

24. Sumption, p. 198.

25. Baird, Barbara. "Working with Superior Students or the Academically Talented in Home Economics," unpublished class paper, University of Illinois, 1963, pp. 6-7.

She bases on Kough, Jack, Practical Programs for the Gifted, Chicago: Science Research Associates, Inc., 1960, p. 67, and Department of Home Economics, National Education Association, "The Gifted Student in Homemaking Education," DHE Topics #9. Washington, D.C., October, 1958, pp. 6-7.

26. Freehill, p. 158.

27. Freehill, p. 175.

28. Freehill, p. 157.

29. Copley, p. 24.

30. Copley, p. 13.

31. De Zafra, "Teaching For Critical Thinking," Clearing House, 31:453-6. April, 1957.

32. Oppenheim, Irene G., "An Exploratory Study of a Nutrition Education Program with Academically Able Junior High School Students." Speech delivered at Vocational Education Section of the American Educational Research Association, Chicago, 1963.

Some Helpful Teacher References

1. Abraham, Willard. Common Sense About Gifted Children. New York: Harper and Brothers, 1958.

2. Cutts, Norma B. and Mosely. Teaching the Bright and Gifted. Englewood Cliffs, N.J., Prentice-Hall, 1957.

3. DeHaan, Robert F. and Havighurst, Robert H. Educating Gifted Children Chicago: University of Chicago Press, 1957.

4. Freehill, Maurice F. Gifted Children, New York: Mcmillan Co., 1961.

5. French, Joseph, ed. Educating the Gifted, New York: Henry Holt and Co., 1959.

6. Schertzer, Bruce. Working with Superior Students, North Central Association of Colleges and Secondary Schools Project on Guidance and Motivation of Superior and Talented Students.